

DOCUMENT RESUME

ED 171 458

PC 011 370

TITLE YCC at Work--The 1977 Program Year.
SPONS AGENCY Department of Agriculture, Washington, D.C. Human Resources Programs.; Department of the Interior, Washington, D.C. Office of Youth Programs.; Forest Service (DOA), Washington, D.C.
PUB DATE 77
NOTE 65p.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Conservation (Environment); Conservation Education; Educational Games; *Environmental Education; Experiential Learning; Facility Improvement; *Federal Programs; Forestry; *Outdoor Education; Perception; Projects; Resident Camp Programs; Simulation; *Summer Programs; Trails; Water Resources; Wildlife Management; *Youth Employment
IDENTIFIERS Environmental Awareness; *Youth Conservation Corps

ABSTRACT

Development of environmentally knowledgeable, concerned future citizens is the ultimate goal of the Youth Conservation Corps (YCC), a program to accomplish needed conservation work on public lands while providing gainful employment for males and females aged 15 to 18. Selected work projects contribute to the resource and to the environmental awareness (EA) of YCC enrollees. Activities designed to allow learning about the total environment, such as simulation games and land use problem solving, are integrated into the work program in both residential and non-residential YCC programs in all project areas. In 1977 nearly 40,000 YCC enrollees worked for an average of \$540.50 to create or improve 24,178 acres of wildlife habitat, construct 796 miles of trail, aid 647,212 park and forest visitors, thin and improve 7603 acres of forest land, and maintain 1465 miles of trails. These projects were valued at \$47 million. Federal YCC funding in 1977 was \$52 million. Largely satisfied with the program, enrollees' EA rose an average of 11.81% based on pre- and posttests. Among 1978 goals are better minority representation at staff levels, more effective evaluation methods, and greater emphasis on urban programs and residential camps. (SB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

RC

YCC at Work

The 1977 Program Year

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED171458

Re 011370







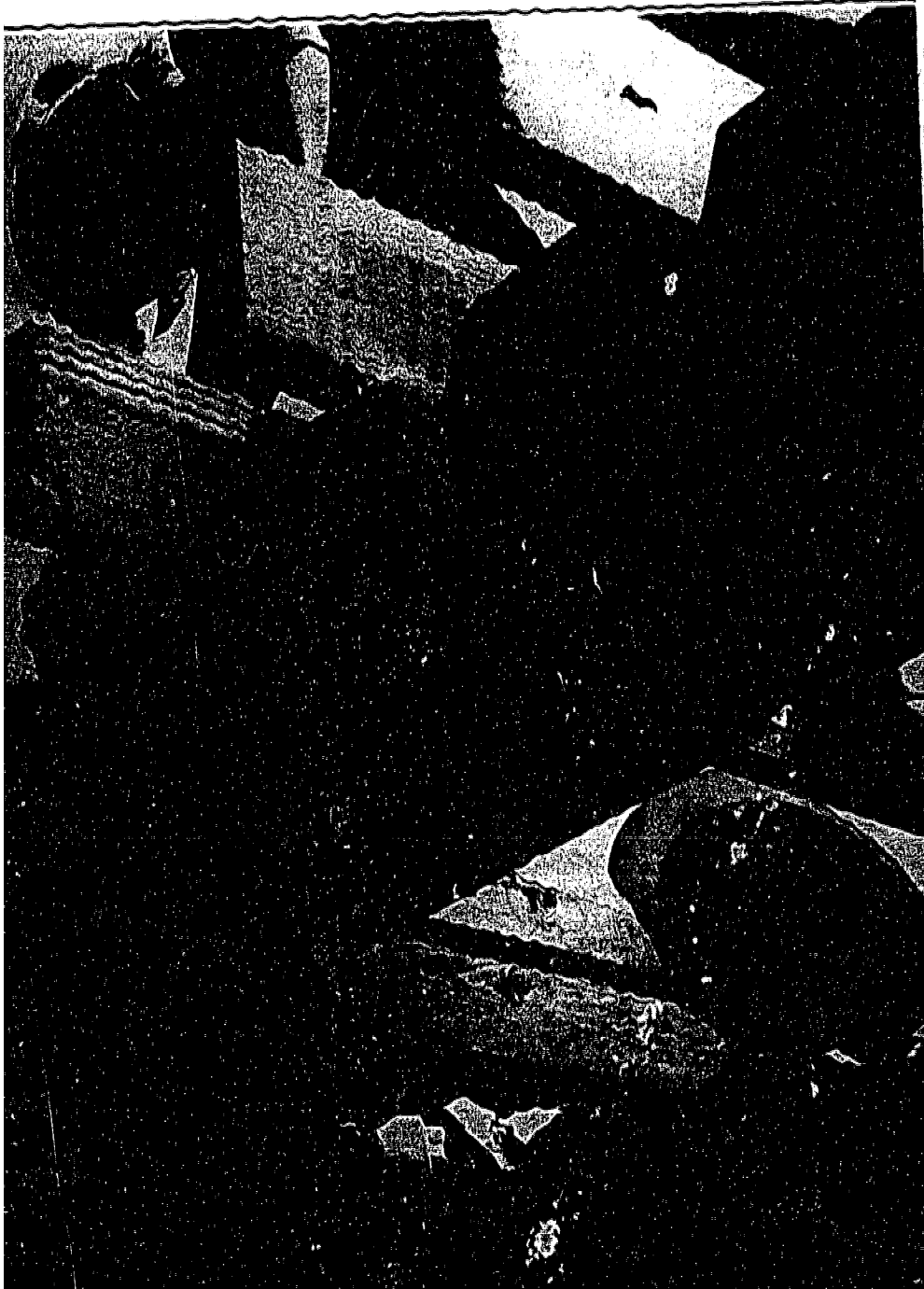
1977 Program Year

When Congress made the Youth Conservation Corps a permanent program in 1974, the Act stated: That the youth "... by their employment have developed, enhanced and maintained the natural resources of the United States and whereas in so doing have gained an understanding and appreciation of the Nation's environment and heritage. ... to prepare them for the ultimate responsibility of maintaining and managing these resources for the American people." This report on the 1977 program year focuses on the environmental awareness component of the program and the learning activities in which the enrollees are involved. The value to the United States of young people who understand the complexity of environmental problems will be evident in their future involvement as voting citizens in solving these problems and making positive contributions to our natural resources and environment.

Secretary of the Interior

Secretary of Agriculture

Introduction



The Youth Conservation Corps was established as a 3-year pilot program by Public Law 91-378 in 1970. The Secretaries of Agriculture and the Interior were made jointly responsible for administering the Youth Conservation Corps. The first camps were operated in 1971 on Federal lands, under the jurisdiction of the Forest Service, USDA, and the Department of the Interior's National Park Service, Fish and Wildlife Service, Bureau of Land Management, Bureau of Reclamation, and Bureau of Indian Affairs.

In 1974, Public Law 93-408 made YCC a permanent program and provided 30 percent of the funds to States on a cost-sharing basis to assist them in operating YCC projects on non-Federal public lands. States are required to provide at least 20 percent of the cost.

The Youth Conservation Corps has three equally important objectives:

1. Accomplish needed conservation work on public lands.
2. Provide gainful employment for 15-18 year old males and females of all social, economic, ethnic and racial classifications.
3. Develop in participating youth an understanding and appreciation of the





Nation's natural environment and heritage.

Work projects selected for accomplishment by the Youth Conservation Corps meet two important criteria: (1) they must be meaningful work projects which contribute to the resource, and (2) they must contribute to the environmental knowledge and awareness of the youth who accomplish them.

Projects are performed by crews under the supervision of leaders who are skilled in natural resource management and knowledgeable of ecological principles. Programs are designed so that participating youth are exposed to a variety

of experiences. Much of the needed work is located in remote and inaccessible areas on back-country trails and primitive camping sites.

Camps may be residential or non-residential. Selection of youth is made on a random basis from among eligible applicants within each State. Most camps employ approximately equal numbers of boys and girls.

In 1977, nearly 40,000 American youth accomplished projects valued at approximately \$47 million by Federal and State land-managing agencies. Federal YCC funds spent for the 1977 program year were approximately \$52 million.



Nation's natural environment and heritage.

Work projects selected for accomplishment by the Youth Conservation Corps meet two important criteria: (1) they must be meaningful work projects which contribute to the resource, and (2) they must contribute to the environmental knowledge and awareness of the youth who accomplish them.

Projects are performed by crews under the supervision of leaders who are skilled in natural resource management and knowledgeable of ecological principles. Programs are designed so that participating youth are exposed to a variety

of experiences. Much of the needed work is located in remote and inaccessible areas on back-country trails and primitive camping sites.

Camps may be residential or non-residential. Selection of youth is made on a random basis from among eligible applicants within each State. Most camps employ approximately equal numbers of boys and girls.

In 1977, nearly 40,000 American youth accomplished projects valued at approximately \$47 million by Federal and State land-managing agencies. Federal YCC funds spent for the 1977 program year were approximately \$52 million.

The environmental awareness/work program is designed to allow enrollees to learn about the total environment. It helps these young people understand basic ecological principles and acquire knowledge about relationships between various elements of the natural world and between man and that world. It helps them acquire at least an elementary understanding of the interrelated factors—scientific, technical, social and cultural—which influence man's use of resources. They learn that man can live in harmony with the land, provided he learns to choose wisely among the often conflicting alternatives available to him. It is hoped that the YCC work/learn experience will prepare our young people for this task and

help them understand the importance of their own role in the world's future.

The goals of the program (listed below) were designed so that each project, whether rural or urban, residential or non-residential, would include an awareness program that emphasizes the development of a personal environmental ethic.

Environmental Awareness Goals

1. To increase awareness of ecological principles that govern the environment.
2. To better understand man's social, economic, historical, cultural and physical relationships with the environment.



3. To increase awareness of the wide range of attitudes and personal values relating to the environment.
4. To assist each participant in recognizing the effect a personal environment ethic has on the environment.
5. To experience problem-solving and decision-making processes which are applied to environ-

mental management concerns.

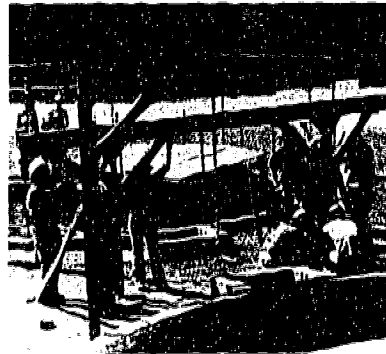
6. To increase understanding of the overall benefit of the YCC work program to the environment.



Work/Environmental Awareness Integration



The YCC work week consists of 40 hours of work/learning activities. Approximately 30 hours are devoted to work projects and 10 to the environmental awareness portion of the program. Since the majority of the time is spent at the work site, we have found that the most meaningful approach to environmental awareness is total integration with the work project. The environmental learning activities have more meaning when they encompass the entire YCC experience and are not restricted to a scheduled time period or separated from the work projects. This integration strengthens the program; helps to motivate the enrollees; improves decision-making skills, teamwork, pride and satisfaction in the work accomplishments; and increases knowledge about the environment and its management. When the enrollees understand why the work project is being done,

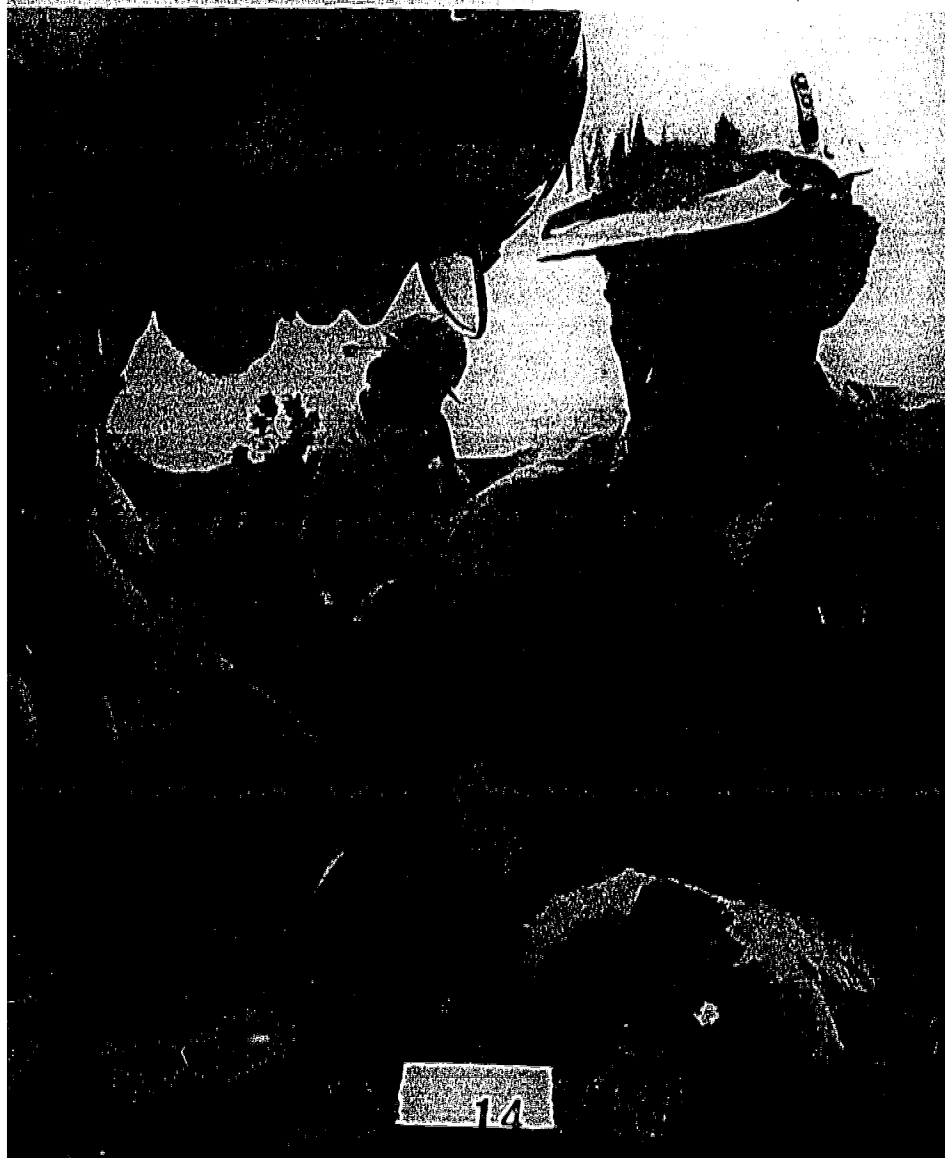




what its environmental impacts will be, how it fits into the overall management plan and the benefits of their contribution, they become motivated and work harder, often completing more than is expected of them. The YCC administrators, therefore, are encouraged to choose work projects for their potential for environmental activities which reinforce ecological concepts as well as for their importance to resource management. Many enrollees also earn high school or college credit for the environmental awareness portion of their program.



Major Work/Environmental Awareness Project Areas Wildlife Habitat Improvement Projects



Wildlife projects provide good opportunities for on-site understandings of Federal wildlife management practices and the interrelationships between the plant and animal world. Enrollees are particularly fascinated by animal studies and have helped improve thousands of acres of wildlife habitat valued in millions of dollars. Wildlife projects for 1977 included the following:

1. Banding Canada geese;
2. Trapping black bears to measure, weigh and tag them for population studies;
3. Transplanting and pro-

tecting loggerhead sea turtle eggs;

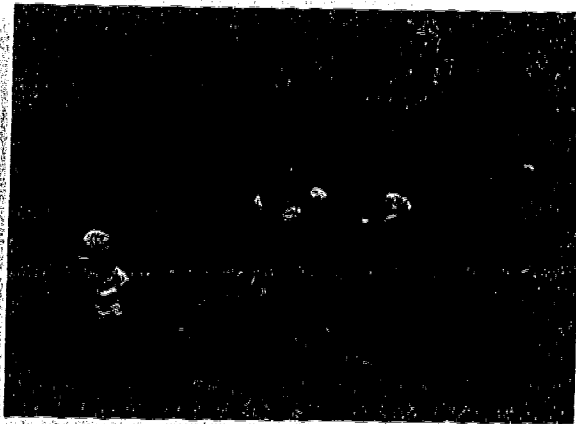
4. Releasing trout fingerlings into mountain streams;
5. Tracking the mongoose on the Hawaiian Islands to ascertain its population levels;
6. Improving habitat for the Delmarva fox squirrel;
7. Cutting down understory trees to improve habitat for the threatened red-cockaded woodpecker;
8. Constructing gabions and bank stabilization structures to improve habitat for trout and other fish.





Environmental Awareness activities on most of these projects included:

1. Discussions of Federal wildlife practices and policies;
2. Identification of plants and other food sources of the animal being studied;
3. Talks by wildlife biologists, refuge managers and conservation officers;
4. Wildlife density and diversity studies;
5. Transect studies;
6. Discussions of predator-prey relationships;
7. Food chain games;
8. Identification of problems associated with management of the animal in question;
9. Discussions of problems associated with manage-



- ment of the animal in question;
10. The natural history of the animal in question;
 11. Correct methods for handling the animal in question;
 12. The how's and why's of wildlife management.

Most wildlife projects provide ideal work-learning situations because of the enrollees' natural interest in working with live animals. The enrollees also become involved in a study of man's impact on wildlife. This sometimes leads to the development of visual aids designed to create public awareness of park and refuge contributions to a stable, healthy environment for man and other animals.



Water Projects





YCC projects directed toward water and soil conservation in 1977 included:

1. Gabbion construction;
2. Bank stabilization;
3. Bridge and dam construction;
4. General clean-up;
5. Water quality monitoring;
6. Erosion and flood control;
7. Watershed protection;
8. Drainage and culvert construction.

Environmental Awareness activities on most of these projects:

1. Aquatic insect identification and collection;
2. Water quality testing;
3. Discussion of fish diseases;
4. Erosion;
5. Stream and pond ecology;
6. Discussion of water management practices and policies;



7. Oxygen content, salinity, alkalinity testing;
8. Stream flow measurement;
9. Fish population sampling;
10. Discussions of watershed management;
11. Discussions of man's impact on streams, etc;
12. Field trips to water and sewage treatment plants.

Almost every YCC program in the country became involved in water quality monitoring, whether of the Bronx River in New York or a clean mountain stream in Colorado. The aquatic insect sheet (on the next page) used by YCC enrollees at Montezuma National Wildlife Refuge is only one example of those developed at programs across the country.



POOL _____

DATE _____


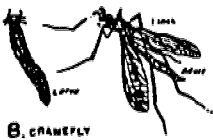
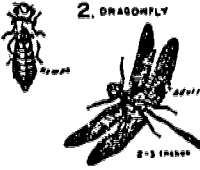

TRANSECT NO. _____

TIME _____

WEATHER: _____

SAMPLE

STATIONS

	1	2	3	4	5
 <p>9. MOSQUITO</p>					
 <p>8. CRANEFLY</p>					
 <p>2. DRAGONFLY</p>					
 <p>6. CADDISFLY</p>					

Trails



Trail work is a popular project in YCC camps with both the resource agency and the enrollees. Trails are needed for visitor information, access to wilderness and for dispersal of visitors over wider areas to decrease their impact. Enrollees are usually involved in the total trail planning from selecting the sites, planning the layout and constructing the trail, to researching and designing the interpretive signs. In some cases, enrollees will maintain old hiking trails, but they get the most benefit when they develop new interpretive trails. Areas of interpretation can consist of geology, human or natural history, plant identification, aesthetics, ecosystems, and edible and medicinal plants, etc. Some enrollees

also build sensory, handicapped trails, jogging and exercise trails. Enrollees usually write their own signs or booklets and in so doing, learn the difference between interpretation and simple factual information.

The environmental awareness covers many topics, including the following:

1. soil investigation for erosion control;



2. plant and animal identification;
3. water investigations;
4. herbarium use;
5. economics of the area and trail building;
6. animal habitat investigations, including the dissection of predator scats;
7. identification of man's impact on the existing ecosystems through his use of the trail;

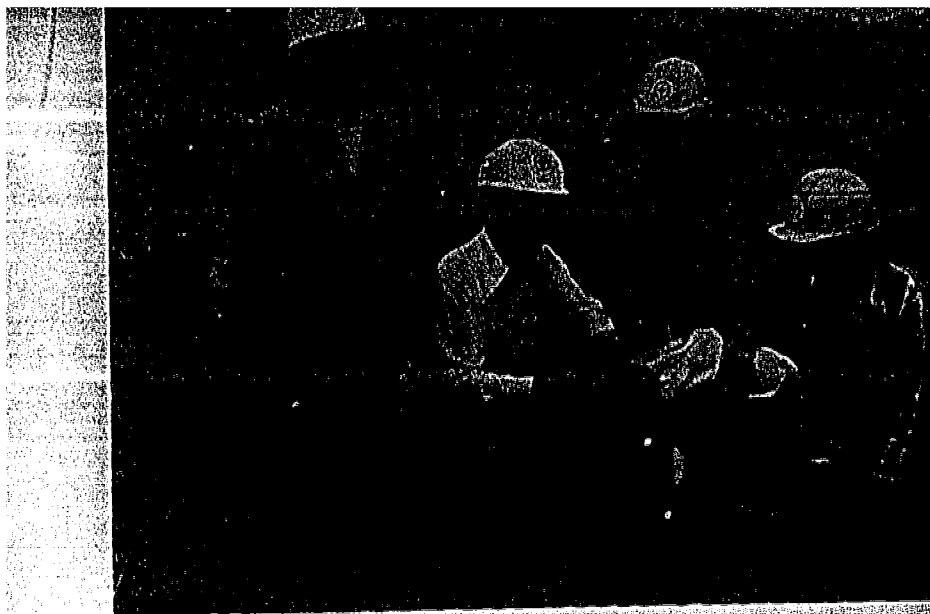
8. survey of area master plans;
9. artwork and printing processes;

The decision-making processes that enrollees go through while designing and constructing trails may be one of the greatest personal benefits, but an equally important one is the pride they feel when they visit in future years and say, "I built this trail".



Timber Stand Improvement and Reforestation





The primary purposes of timber stand improvement (TSI) and reforestation projects are to improve existing timber stands and increase productivity by planting and seeding new areas. TSI work projects for YCC camps consist of thinning timber stands, pruning branches and eliminating undesirable trees or shrubs by girdling or felling. Reforestation projects consist of planting, seeding and fertilizing.

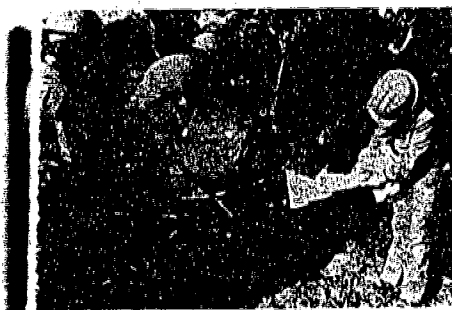
The environmental awareness connected with these projects includes identification of the advantages and disadvantages of the project to the resource and some of the following:

1. discussions of fire management policies includ-

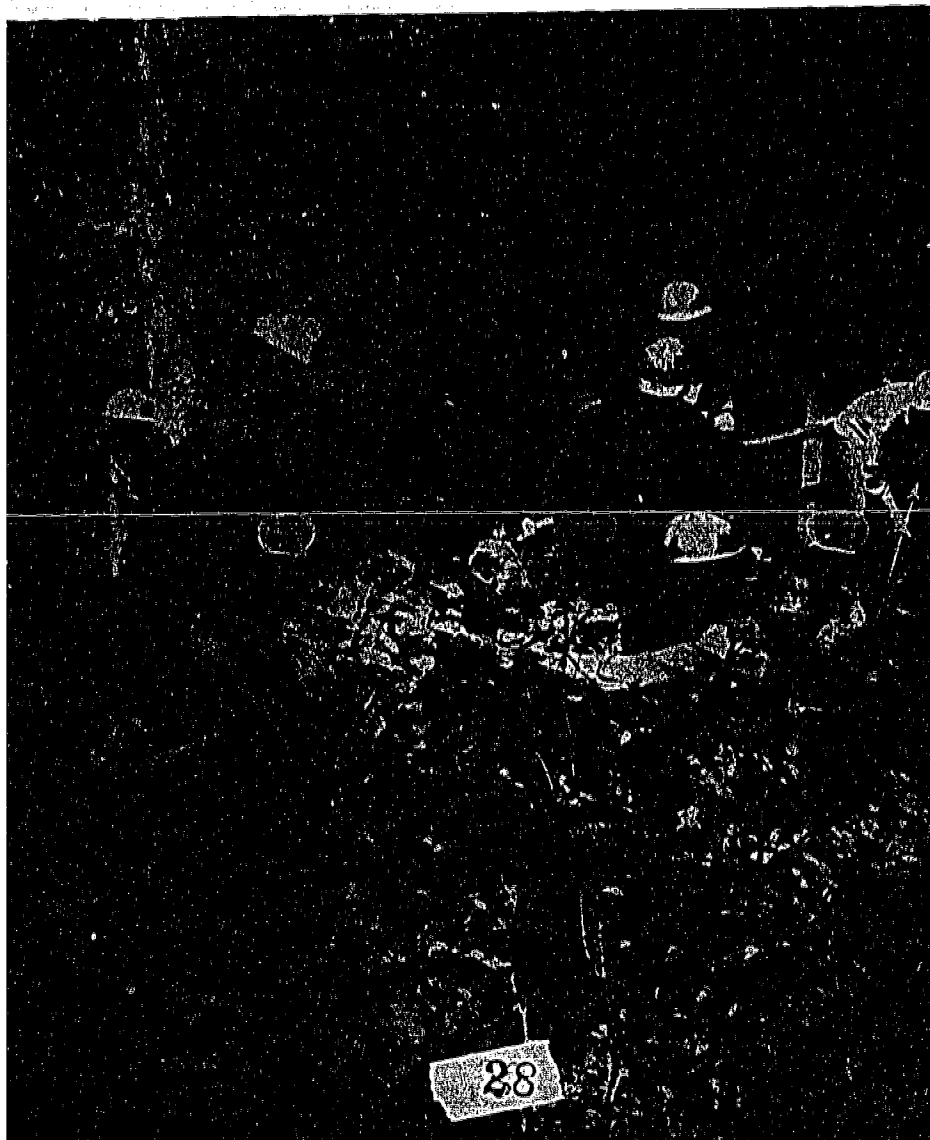




- ing controlled burn practices;
2. tree disease, parasites, and infestation studies;
3. land use planning games and exercises;
4. ways to use infested trees, tree prunings and other by-products of work projects;
5. the effects of competition between plant species and the varying needs of man;
6. field trips to lumber mills, etc., to follow the tree from the living plant to the finished product;
7. effects of using plants for sound and wind buffer strips;
8. soil and water investigations to determine optimum species of trees to be planted;
9. discussions of the relationships of work projects to the master plan of the area.



Bridge and Fence Construction



Fence construction projects establish park boundaries, direct visitors, serve as animal exclosures for range management or for historical or aesthetic purposes. Bridges are built to connect existing trails and to provide access to wilderness or other areas of interest. In many cases the construction of the bridge diffuses visitor impact. Some of the bridges built by the enrollees have been 135 feet long. The enrollees on both of these types of work projects are usually involved with the design, plans, logistics and locations of the finished structures. In some cases, the work project begins with the basics: felling the trees for lumber—and ends up with the completed structure.



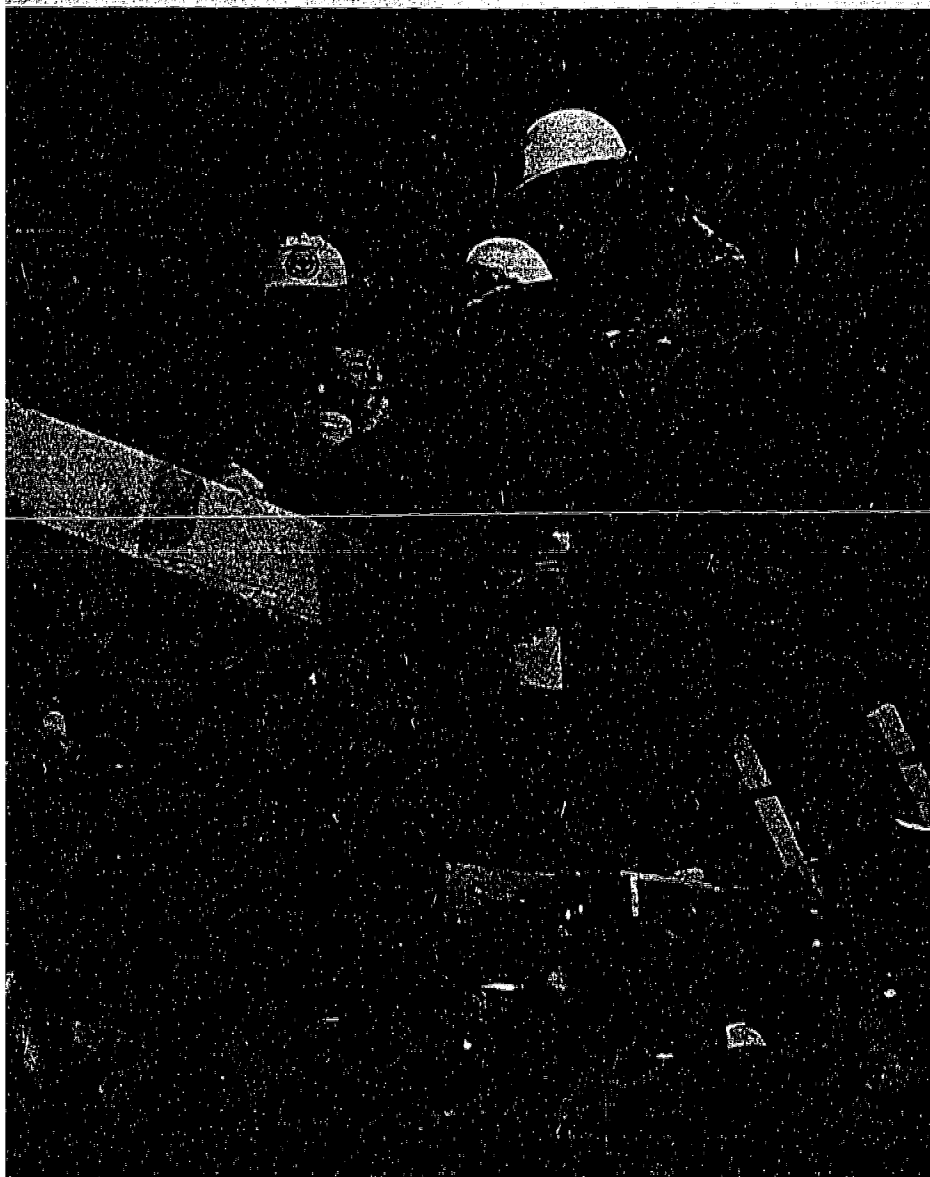
The environmental awareness of these projects is often varied because of the length of time needed to complete them and can consist of several of the following:

1. tree identification to find the most durable kinds;
2. the effects of tree diseases and infestations on the durability of the wood;
3. the recycling of wood from other work projects;
4. orienteering;
5. discussing the pros and cons of opening up previously pristine areas to expanded human use;
6. discussions about the impact of overuse by either humans or animals and the trade-offs involved;

7. environmental analysis reports;
8. discussions about the impact of construction as compared to the benefits of the completed project;
9. soil investigation;
10. forest investigations;
11. discussions of wetlands values;
12. discussions about competition between and among species, including man;
13. identification of carrying capacities and the trade-offs involved with domestic livestock versus wild foragers;
14. identification of historical or archeological sites and the present demands for their use.



Facilities Maintenance and Development





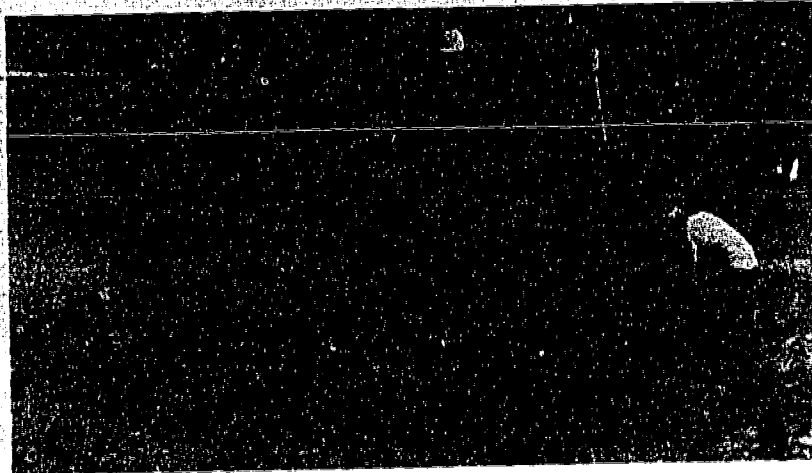
These work projects consist of maintaining and developing areas for public use, such as campgrounds, picnic areas, beaches, museums, etc. Some work projects involve a great deal more than litter pick-up, brush control and construction of camping pads and picnic tables. Enrollee involvement in the decision-making processes can be extremely high. Some projects start from nothing, allowing the enrollees to develop master plans of the area, including blueprint interpretation, site layouts and site preparation, before the actual construction begins. Many of these projects include an opportunity for the enrollees to understand and work as if they were a District Ranger or Park Naturalist and go through all of the processes required of a professional.



The environmental awareness activities done by enrollees on these projects include:

1. identification of the impacts which result when a natural environment is changed to an industrial or high public use area;
2. identification of human abuses to the environment;
3. discussions of cultural ties with the past, such as the Indians' and pioneers' use of the land contrasted with present uses;
4. discussions about renewable versus non-renewable resources and recycling, including its long-term effects;
5. studies of types of litter and the reasons for them;
6. research and design of new exhibits for museums and the redesigning of old ones to make them more environmentally meaningful.

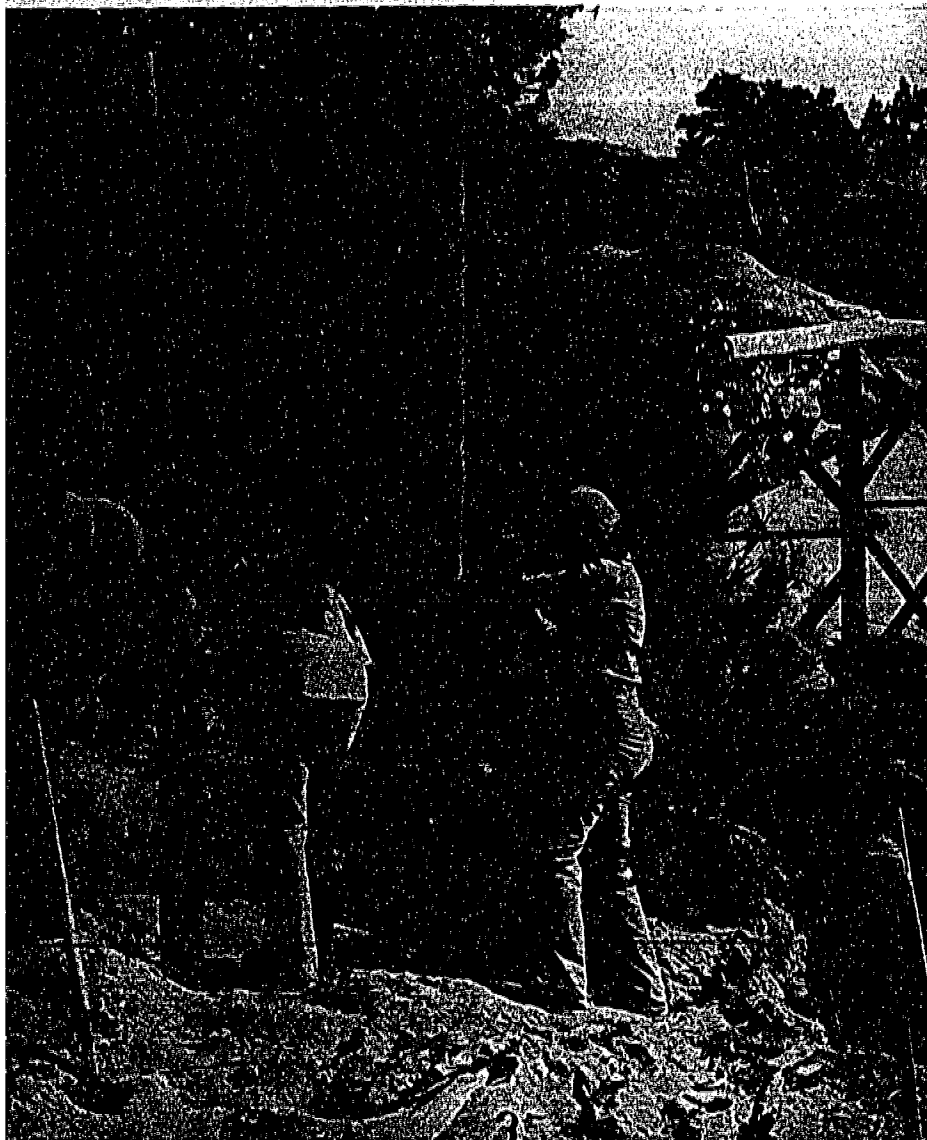




34

31

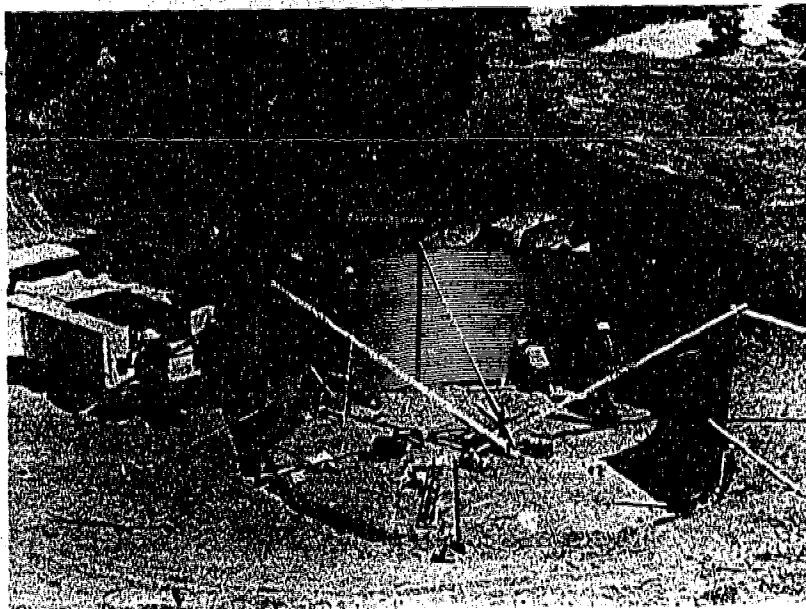
Major Environmental Awareness Activities



Some environmental awareness activities occur outside the work environment. This is particularly true in the residential programs. These activities usually cover two major areas: development of decision-making skills and knowledge about energy and environmental problems. Decision-making skills are necessary in order to prepare youth for the

difficult decisions that will face them as future voters. They are usually taught through simulation games and land use problem-solving activities. It is hoped that an introduction to energy alternatives will make them more conscious of our consumptive habits and more inclined to practice energy conservation.





Examples of activities in these areas are:

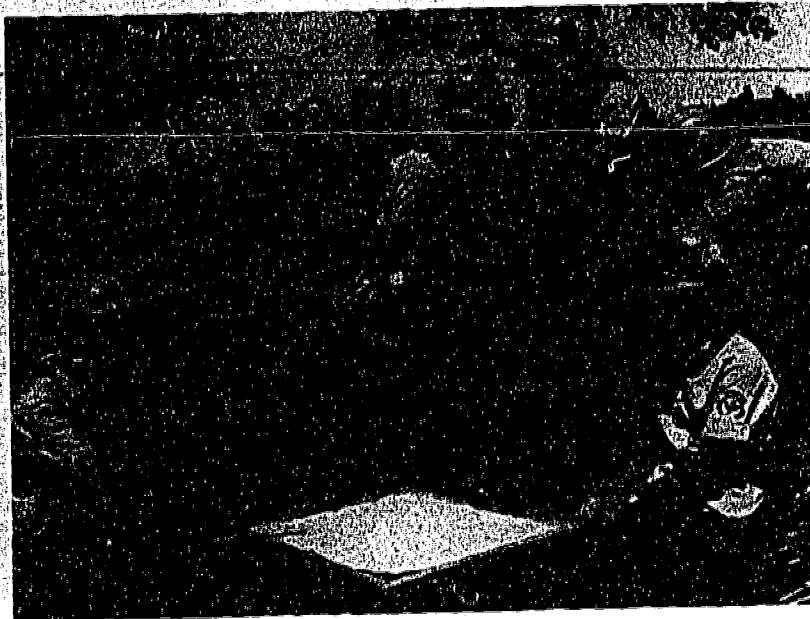
Skykomish YCC Camp: Construction of a solar collector as a water heating source.

Ukiah Nature Conservancy YCC Camp: Construction of a solar shower.

Willows YCC Camp: Construction of a solar barbecue.

Moosehorn YCC Camp: Simulated debate of land use at the refuge

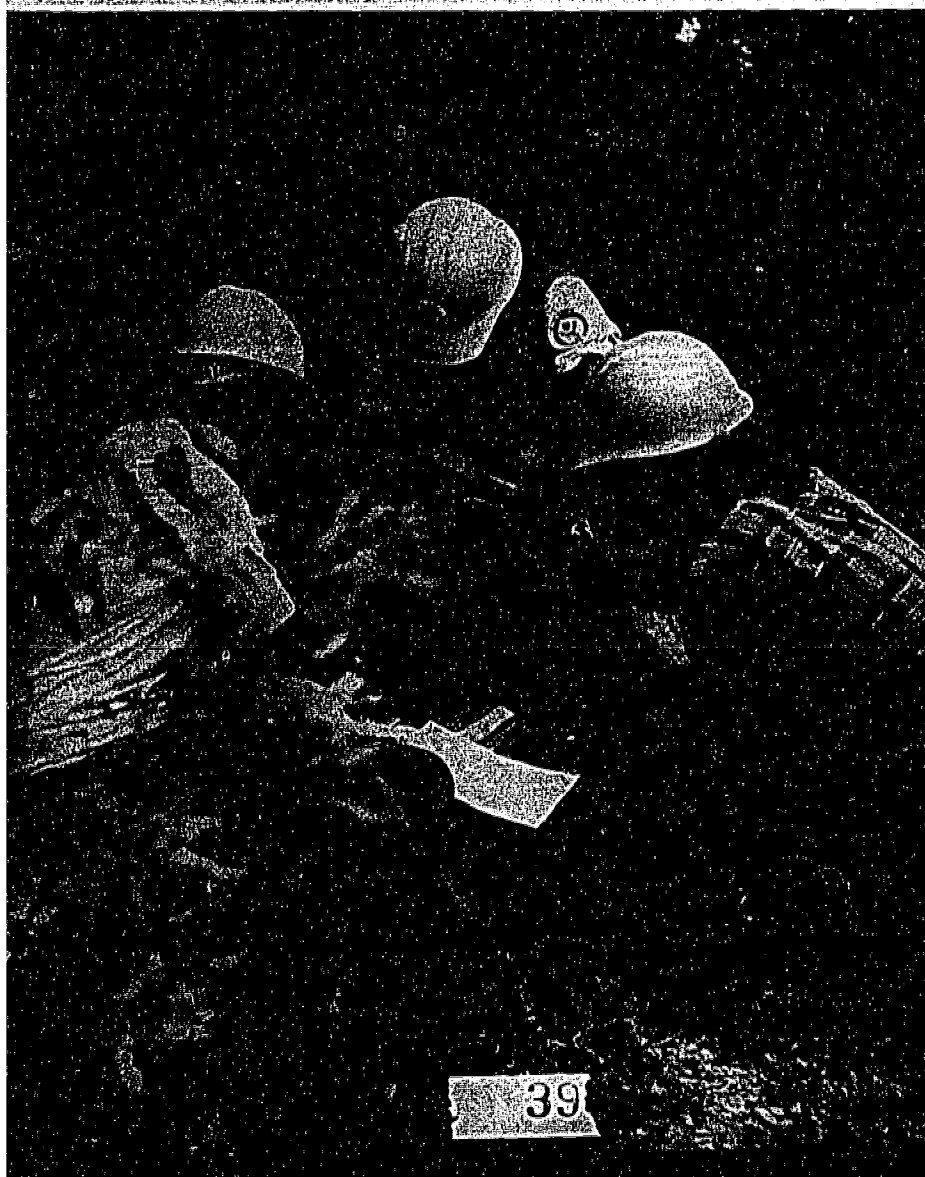
"Here at Moosehorn we view EA as being much more than a course in natural history . . . The enrollees actively gather information and complete natural resource



inventories of their own design ... After most of the data is gathered, crew members assume a number of roles and debate the proposed use of the site ... In one case, crew members deadlocked and opted to complete an additional analysis in the form of an environmental checklist ... Final arguments are voiced and, if necessary, recommendations are formulated that are presented to refuge staff and graduate researchers."



Program Evaluation



It is difficult to evaluate all the benefits of the YCC program to the youth involved. In 1977, methods of assessing personal growth, attitude changes and long-term benefits were surveyed. Beginning in 1978, attempts will be made to identify these long-term benefits. For example, do YCC enrollees choose careers in environmental or conservation fields? Do they become actively involved in community planning? Did they find YCC worthwhile? Once these probable long-term benefits are identified, a random sample of past enrollees will be questioned in these areas. An on-going research program will then be planned to

periodically question past enrollees about the effects of YCC on their lives and attitudes.

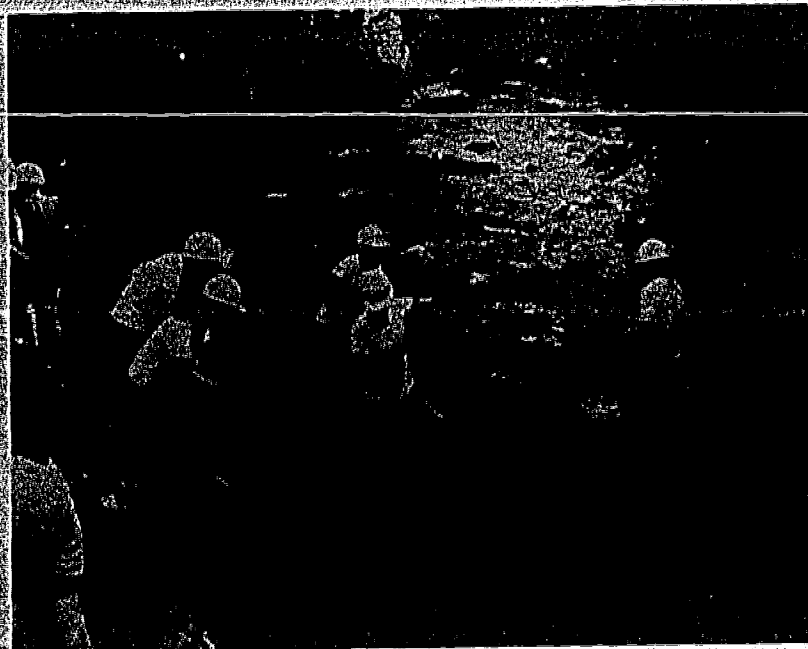


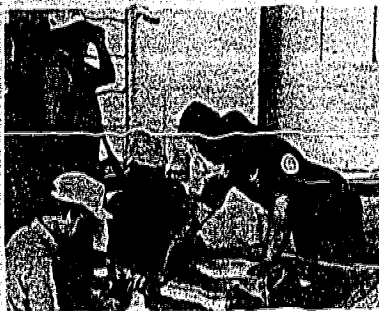
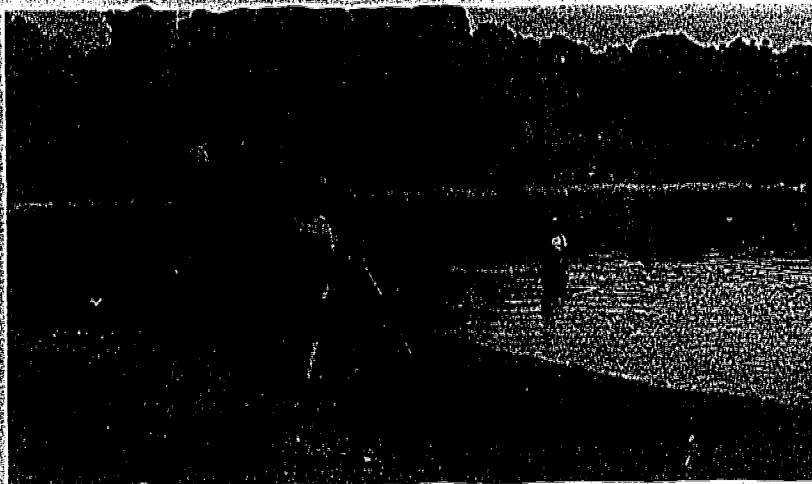


At present, an Environmental Awareness test and a Youth Satisfaction Questionnaire are used to evaluate the learning aspects and success of the program from the enrollees' point of view. The EA test measures the environmental knowledge gained by the enrollees through the environmental awareness program. The test is given at the beginning and the end of each session and the change in scores compared. In 1977, the gains in test scores ranged from -24.76 percent to +52.94 per-



cent, with an average gain of 11.81 percent. Over 60 percent of the camps showed an average gain of ten percent or more; approximately 32 percent showed an average gain of 15 percent or more. This test has been criticized for not reflecting the full scope of the environmental awareness program. In 1979, a new random sample method of assessing environmental awareness gains will be pilot tested. If this method proves successful, it will replace the environmental awareness test.





The Youth Satisfaction Questionnaire is administered to each enrollee at the end of the program. This questionnaire helps to determine the degree of youth satisfaction with the program and to identify problem areas. Responses to each question indicate a range of feeling from complete dissatisfaction (1.0) to complete satisfaction (5.0) with various aspects of the program. Fourteen aspects of the program are covered on the questionnaire and are recorded as indices on a programwide basis. The major indices are:

Total Satisfaction - overall satisfaction with the program.

Camper Participation - satisfaction with the level of enrollee participation with

and involvement in camp decisions, work/learning project planning and recreational activities.

Staff Openness/Ability to relate to campers - satisfaction with the ability of the staff to relate to the enrollees and their willingness to tackle problems and listen with an open mind.

Work/EA Integration - satisfaction with the relevancy of environmental awareness to work projects.

Environmental Learning - satisfaction with the environmental awareness component.

Personal Growth - satisfaction with relationships with other campers and personal growth in terms of getting along with people.



In 1977, most responses ranked from 4.0 to 4.7 indicating overall satisfaction with the YCC program. Average responses to the major indices are:

Total Satisfaction ..	4.44
Camper	
Participation	3.03
Staff Openness	3.88
Work/EA	
Integration	3.60
Environmental	
Learning	3.92
Personal Growth ...	4.00



Each year the Forest Service and the Department of the Interior receive letters from parents and enrollees about the program (see Appendix G for excerpts). Most letters received have been positive and enthusiastic. Some also describe the program's benefits to themselves or their son or daughter.



This unsolicited support is one measure of the program's success.

In addition to enrollee evaluation, work accomplishment figures and work value appraisals are used to evaluate the program. Work accomplishment by YCC'ers in 1977 was impressive: they created or improved 24,178 acres of wildlife habitat, constructed 796 miles of trail, assisted 647,212 visitors in parks and forests, thinned and improved 7,603 acres of forest land, and maintained 1,465 miles of trail on Federal Land. YCC work valued at \$47,158,201 represents a value per enrollee of \$1,158. Since the average enrollee pay is \$540.50, we are receiving over twice that value in work accomplishment. (See Appendices, E and F for more detailed breakdown.)



Future Goals

There are several areas which need improvement in the program. In 1978, emphasis will be placed on the following:

1. Better female and minority representation at the staff level.
2. Increased emphasis on residential camps.
3. More effective methods of camp level evaluations. This includes training camp level personnel to evaluate their own programs.
4. Development of a random-sample method of evaluating environmental awareness gains.
5. More effective methods for evaluating the long-term benefits of the program to the participants.
6. Better communication systems for exchange of ideas between camps.
7. More urban YCC programs.
8. Better integration of work and environmental education.
9. Cooperation with non-participating school districts to get academic credit for YCC experience.
10. More widespread publicity to insure that all youth have the opportunity to apply.
11. More effective pre-camp orientation for enrollees so they know what will be expected of them.



Summary

Environmental awareness is an integral part of the YCC program. Without it, the enrollees would not understand their projects and would be less motivated. Because they are informed and motivated, they often accomplish much more than is expected of them. In 1977, the value of their work was estimated at \$47 million, which is almost an 80 cent return on every dollar spent in the program. The ultimate goal, however, is the development of knowledgeable, concerned fu-

ture citizens whose attitudes and behavior reflect concern for the environment and a positive conservation ethic. The enrollees' involvement in YCC will help them face problems squarely; make informed intelligent decisions for a better future; and prepare them to help others to understand environmental issues. Equally important, the enrollees develop a sense of pride in a job well done and an appreciation of the importance of their individual contribution.



APPENDIX A¹

1977 Federal and State Enrollees* in the Youth Conservation Corps

Name of State	Federal USDA	Enrollees USDI	Federal Total	State Enrollees	Total Enrollees
Alabama	208	164	372	175	547
Alaska	175	62	237	77	314
Arizona	401	376	777	335	1,112
Arkansas	217	159	376	129	505
California	1,488	1,187	2,675	551	3,226
Colorado	361	510	871	124	995
Connecticut	0	13	13	123	136
Delaware	0	26	26	110	136
District of Columbia	21	68	89	73	162
Florida	313	242	555	287	842
Georgia	190	241	431	150	581
Hawaii	0	89	89	40	129
Idaho	398	309	707	71	778
Illinois	361	44	405	800	1,205
Indiana	290	75	365	276	641
Iowa	0	45	45	525	570
Kansas	0	152	152	139	291
Kentucky	252	180	432	283	715
Louisiana	124	118	242	390	632
Maine	54	97	151	140	291
Maryland	71	294	365	329	694
Massachusetts	0	64	64	445	509
Michigan	798	247	1,045	470	1,515
Minnesota	526	301	827	79	906
Mississippi	132	184	316	166	482
Missouri	219	191	410	39	449
Montana	438	316	754	80	834
Nebraska	41	202	243	101	344
Nevada	145	232	377	129	506
New Hampshire	144	26	170	63	233
New Jersey	0	182	182	208	370
New Mexico	491	352	843	164	1,007
New York	16	319	335	1,769	2,104
North Carolina	405	235	640	148	788
North Dakota	0	215	215	95	310
Ohio	136	113	249	655	904
Oklahoma	88	338	426	304	730
Oregon	410	393	803	172	975
Pennsylvania	181	303	484	951	1,435
Rhode Island	0	14	14	162	176
South Carolina	118	76	194	34	228
South Dakota	72	162	235	67	301
Tennessee	230	194	424	36	460
Texas	259	524	783	620	1,403
Utah	365	287	652	70	722
Vermont	143	12	155	86	241
Virginia	330	391	721	20	741
Washington	411	460	871	152	1,023
West Virginia	166	63	229	230	459
Wisconsin	558	231	789	180	969
Wyoming	152	230	382	73	455
Puerto Rico	67	67	134	269	403
Virgin Islands	12	24	36	50	86
American Samoa	—	—	—	330	330
Guam	—	—	—	120	120
Trust Territories	—	—	—	361	361
TOTALS	11,977	11,379	23,356	14,025	37,381

*Refers to all youth employed for one or more days, including persons who do not complete the program or enter it late, and youth employed for 4 week sessions. There are always many more enrollees in YCC than there are financed 8-week positions.

¹All appendices include some estimates.

APPENDIX B

Youth Conservation Corps Statistical Report As of Dec. 31, 1977

Agency; USDA

Population By Percent—Num			Race By Percent—Num		Grade By Percent—Num		Income By Percent—Num		
Under 2500	32.14	3,849	Indian	1.90 228	8th	2.67 320	Below 5000	9.63	1,153
2500-50000	48.83	5,849	Black	6.25 748	9th	25.80 3,090	5000-10000	26.07	3,123
Over 50000	19.00	2,276	Oriental	0.74 89	10th	35.98 4,309	10000-15000	31.97	3,829
NR	0.03	3	Other	0.28 34	11th	25.42 3,044	Over 15000	32.29	3,867
			Spanish-Name	5.47 655	12th	9.85 1,180	NR	0.04	5
			White	85.33 10,220	NR	0.28 34			
			NR	0.03 3					

Profile

	Female		Male		Total	
Education (Average Grade)	10.35		9.95			
Age (By Average)	16.11		15.88			
	%	Number	%	Number	%	Number
Dropouts	5.47	655	6.16	738	11.63	1,393
Stayed in Program	42.13	5,046	46.24	5,538	88.37	10,584
Total Enrollees	47.60	5,701	52.40	6,276	100.00	11,977
Youth Leader	3.34	400	4.13	495	7.47	895
Previous Service	2.66	319	2.45	293	5.11	612

APPENDIX B

Young Conservation Corps Statistical Report

As of Dec. 31, 1977

Agency: USDI

Population By percent—Num			Race By Percent—Num			Grade By Percent—Num			Income By Percent—Num		
Under 2500	29.78	3,388	Indian	9.74	1,108	8th	3.08	350	Below 5000	12.26	1,395
2500-50000	50.29	5,723	Black	9.16	1,042	9th	25.43	2,894	5000-10000	25.36	2,886
Over 50000	19.93	2,268	Oriental	0.77	88	10th	35.75	4,068	10000-15000	30.62	3,484
NR	0.00	0	Other	0.46	52	11th	24.34	2,770	Over 15000	31.69	3,606
			Spanish-Name	4.74	539	12th	10.92	1,243	NR	0.07	8
			White	75.12	8,548	NR	0.48	54			
			NR	0.01	2						

Profile

	Female		Male		Total	
Education (Average Grade)	10.33		9.96		10.14	
Age (By average)	16.12		15.90		16.01	
	%	Number	%	Number	%	Number
Dropouts	6.82	776	6.91	786	13.73	1,562
Stayed in Program	41.33	4,703	44.94	5,114	86.27	9,817
Total Enrollees	48.15	5,479	51.85	5,900	100.00	11,379
Youth Leader	3.08	350	4.31	491	7.39	841
Previous Service	2.33	265	2.59	295	4.92	560

APPENDIX B

Youth Conservation Corps Statistical Report As of Dec. 31, 1977

COMBINED FEDERAL

Population by Percent—Num			Race By Percent—Num			Grade by Percent—Num			Income by Percent—Num		
Under 2500	30.98	7,237	Indian	5.72	1,336	8th	2.87	670	Below 5000	10.91	2,548
2500-50000	49.55	11,572	Black	7.66	1,790	9th	25.62	5,984	5000-10000	25.73	6,009
Over 50000	19.46	4,544	Oriental	0.76	177	10th	35.87	8,377	10000-15000	31.31	7,313
NR	0.01	3	Other	0.37	86	11th	24.89	5,814	Over 15000	32.00	7,473
			Spanish-Name	5.11	1,194	12th	10.37	2,423	NR	0.05	13
			White	80.36	18,768	NR	0.38	88			
			NR	0.02	5						

Profile

	Female		Male		Total	
Education (Average Grade)	10.34		9.95		10.14	
Age (By Average)	16.11		15.89		16.00	
	%	Number	%	Number	%	Number
Dropouts	6.1	1,431	6.5	1,524	12.65	2,955
Stayed in Program	41.8	9,749	45.6	10,652	87.35	20,401
Total Enrollees	47.9	11,180	52.1	12,176	100.00	23,356
Youth Leader	3.0	750	4.0	986	7.43	1,736
Previous Service	2.50	584	2.52	588	5.02	1,172

APPENDIX B

Youth Conservation Corps Statistical Report As of Dec. 31, 1977

STATE GRANT

Population By Percent—Num			Race By Percent—Num			Grade By Percent—Num			Income By Percent—Num		
Under 2500	23.18	2,521	Indian	0.89	97	8th	2.87	312	Below 5000	14.55	1,583
2500-50000	49.85	5,421	Black	13.22	1,438	9th	21.91	2,383	50000-10000	23.00	2,501
Over 50000	2.97	323	Oriental	0.46	50	10th	34.61	3,764	10000-15000	28.60	3,110
NR	24.00	2,610	Other	7.61	828	11th	25.71	2,796	Over 15000	25.43	2,765
			Spanish-Name	5.69	619	12th	13.15	1,430	NR	8.42	916
			White	71.70	7,797	NR	1.75	190			
			NR	0.43	46						

Profile

	By Percent/Avg.	Number
Education (Average Grade)	10.25	10,685
Age (By Average)	16.16	10,780
Dropouts	7.30	794
Stayed in Program	92.70	10,081
*Total Enrollees: Male	55.61	6,048
Female	44.39	4,827
Youth Leader	5.30	614

*3,150 enrollees unreported

52

53

APPENDIX B

Youth Conservation Corps Statistical Report As of Dec. 31, 1977

TOTAL PROGRAM

Population By Percent—Num			Race By Percent—Num			Grade By Percent—Num			Income By Percent—Num		
Under 2500	28.51	9,758	Indian	4.19	1,433	8th	2.87	982	Below 5000	12.07	4,131
2500-50000	49.64	16,993	Black	9.43	3,228	9th	24.44	8,367	5000-10000	24.86	8,510
Over 50000	14.22	4,867	Oriental	0.66	227	10th	35.47	12,141	10000-15000	30.45	10,423
NR	7.63	2,613	Other	2.67	914	11th	25.15	8,610	Over 15000	29.91	10,238
			Spanish-Name	5.30	1,813	12th	11.26	3,853	NR	2.71	929
			White	77.61	25,565	NR	0.81	278			
			NR	0.14	51						

Profile

	By Percent/Avg.	Number
Education (Average Grade)	10.17	34,231
Age (By Average)	16.05	34,231
Dropouts	11.00	3,749
Stayed in Program	89.00	30,482
*Total Enrollees: Male	53.00	18,224
Female	47.00	16,007
Youth Leader	6.40	2,350

te enrollees of 3,150 enrollees unreported.

APPENDIX C

YCC Program Costs

USDA

Cost Category	<u>Nonresidential Camps</u>		<u>Residential Camps</u>		<u>All Costs</u>	
	Total Costs	Cost Per	Total Costs	Cost Per	Total Costs	Cost Per
		Youth Position		Youth Position		Youth Position
Staff Pay	\$1,894,870	\$387.3	\$3,506,155	\$658.7	\$5,401,025	\$528.7
Enrollee Pay	2,841,493	580.7	2,769,327	520.3	5,610,820	549.3
Food	11,104	2.3	1,490,382	279.9	1,501,485	146.9
Other	733,144	149.8	1,782,037	334.8	2,515,181	246.2
Camp Opening	7,000	1.4	166,739	31.3	173,739	17.0
Capital Investment	9,303	1.9	535,873	100.7	545,176	53.3
Work Projects	375,441	76.7	370,477	69.6	745,918	73.0
Program Direction	430,152	87.9	975,810	183.3	1,405,962	137.6
TOTALS	\$6,302,507	\$1,288.0	\$11,596,800	\$2,178.6	\$17,899,306	\$1,752.0
No. of 8-week Youth Positions						10,215

APPENDIX C

YCC Program Costs

USDI

Cost Category	Nonresidential Camps		Residential Camps		All Costs	
	Total Costs	Cost Per Youth Position	Total Costs	Cost Per Youth Position	Total Costs	Cost Per Youth Position
Staff Pay	\$2,277,920	\$402	\$2,473,059	\$541	\$4,750,969	\$464
Enrollee Pay	3,271,824	577	2,171,089	475	5,441,913	532
Food	42,457	7	1,213,006	265	1,155,463	123
Other	1,035,716	183	\$1,694,794	375	2,730,510	267
Camp Opening	12,648	2	111,258	24	123,906	12
Capital Investment	79,011	14	65,454	14	144,465	14
Work Supplies	590,696	104	384,690	84	975,386	95
Program Direction	946,050	167	774,041	169	1,720,091	168
TOTALS	\$8,256,322	\$1,456	\$8,887,391	\$1,947	\$17,143,713	\$1,675
No. of 8-week Youth Positions						10,237

APPENDIX D

AGENCY STATISTICS

<u>Agency</u>	<u>Number of Enrollees</u>	<u>Appraised Value of Work Projects</u>
National Park Service	3,504	\$4,151,525
Fish and Wildlife Service	2,974	960,290
Bureau of Reclamation	1,768	2,854,154
Bureau of Land Management	1,103	1,217,793
Bureau of Indian Affairs	1,542	910,940
Territorial Affairs	NR	NR
TVA and Department of Defense*	488	578,514
Forest Service		
Region 1	560	\$ 653,621
2	643	740,033
3	878	860,050
4	827	1,123,279
5	1,474	1,694,218
6	789	1,156,510
8	2,886	3,128,623
9	2,601	3,362,790
10	175	348,945
Experiment Station	<u>144</u>	<u>82,441</u>
TOTAL	22,356	24,011,045

*—operated through cooperation with USDI.

APPENDIX E

APPRAISED VALUE OF CONSERVATION WORK ACCOMPLISHED IN 1977 BY YCC

	<u>FEDERAL</u>	<u>STATE</u>	<u>TOTAL COMBINED</u>
Timber Management	\$ 1,855,529	\$ 1,565,835	\$ 3,421,364
Recreation Development and Maintenance	10,893,837	4,914,252	15,808,089
Visitor Services	1,512,084	2,299,635	3,811,719
Range Management	2,561,304	646,949	3,208,253
Wildlife Management	1,910,508	1,108,012	3,018,520
Engineering and Construction	960,464	5,597,559	6,558,023
Water and Soil Conservation	1,962,386	2,431,286	4,393,672
Other Projects	5,059,592	1,878,969	6,938,561
TOTAL	<u>\$26,715,704</u>	<u>\$20,443,497</u>	<u>\$47,158,201</u>

APPENDIX F

1977 WORK ACCOMPLISHMENT REPORT SUMMARY OF MAJOR WORK AREAS

<u>Project</u>	<u>Unit of Measure</u>	<u>USDA</u>	<u>USDI</u>	<u>Total Federal</u>
Timber Stand Improvement	Acres	10,108	1,594	11,702
Tree Planting	Acres	10,161	402	10,563
Litter Pickup	Miles	13	1,828	1,841
Visitor Information and Assist	Visitors	27,262	619,950	647,212
Revegetation	Acres	3,709	1,251	4,960
Fence Construction	Miles	192	743	934
Wildlife Habitat Improvement	Acres	8,209	15,969	24,178
Trail Construction	Miles	617	179	796
Trail Maintenance	Miles	395	1,071	1,466
Erosion Control	Acres	14,429	786	15,215

APPENDIX G

LETTERS FROM PARENTS EXCERPTS

To: Cecil D. Andrus

This past summer my daughter was fortunate enough to attend a YCC camp at Crater Lake, Oregon. At the camp she became acquainted with life-long friends, realized her place in society, became more aware of nature, found additional muscles and felt hunger, thirst, and fatigue. In short, she became an adult, cognizant of herself and her environment.

After seeing the tears of apprehension at the beginning of the program, the results on the person and the environment and the tears of departure at the end of the program, I am convinced the Youth Conservation Corps is one of the most effective and useful programs in the Federal government.

Salem, Oregon

To: Mr. Dennis Lynch, Pike National Forest

This household has never seen such a "cheerful summer". That girl came home from work so tired, and so full of information about things she had learned each day that she would even pitch in around home with things that had to be done and it didn't even occur to her to complain about anything at all.

Not once in the eight weeks did we ever notice a sign of disappointment or discouragement. To get that attitude from seventeen-year-olds, is really something!

Colorado Springs, Colorado

To: Congressman Lloyd Meade

My sixteen-year-old daughter, Jane, was a participant in the Prescott National Forest camp this summer. Her mother and I observed a marked change for the better in her personality and in her outlook on life as a direct result of this experience.

Mesa, Arizona

60

To: Wayne K. Mann, Chequamegon National Forest

Our son, Ian, returned from four wonderful weeks at Clam Lake YCC camp last Saturday. I can't think of anything that would have been a healthier, happier enterprise for him to have been involved in...

Actually, Ian, himself, said it all much better in his last letter home:

I know that in many ways I am going to be very sad to leave. The working, and work crews, and the sense of spirit and teamwork and pride which the work crew has in doing a good job with whatever work the crew leaders and counselors have assigned for us to do, the sense of friendliness those who are crew leaders and counselors have for each other—there are a lot of things I'll tell you when I get back—it's really been an experience here and I think the only one I've had away from home that I've really enjoyed.

Park Falls, Wisconsin

To: Mr. Bart Truesdell

... The overall reaction to the project as a taxpayer is that I am extremely pleased that the government is interested enough in the youth of this country to initiate such a program. I am doubly pleased that the program is open to all youth regardless of income...

... It is obvious from the above that I am very high on the YCC. I find it to be a very positive effort by the U.S. government to not only improve our National Park System but also to one of the country's most important assets—our youth.

Silver Spring, Maryland

APPENDIX H

LETTERS FROM ENROLLEES EXCERPTS

To: The Honorable Mr. Ashley

I wish to start out by saying that I think YCC is one of the best things our government has done in its 200 years.

I will always talk well of YCC not only now but also to my grandchildren. I will take them where I worked and tell them what the YCC did for me and how much it helped me as a person.

Perrysburg, Ohio

To: Mr. Ballantyne, Hoosier Forest

I just want to say that I, personally, learned many new things from my 5 weeks at Hardin Ridge Recreation Area and not all of it was scheduled as a learning activity. I learned more than a bit of forestry, a bit of ecology or a bit of conservation. I learned the sound of a slumbering forest, the joy at seeing an unexpected deer pop out of nowhere, and the tired satisfaction of working all day in record heat on a project that took into consideration the integrity of the forest above the rapacity of some for "progress" at any cost ...

Tolerance and maturity were also a big part of my YCC experience...Of course this maturation would probably have come about eventually of its own accord, but there was something about going through it with 38 other people of roughly the same age while doing honest, nature-harmless work that seemed to speed up the process in most of us... Please don't get me wrong, I don't mean to imply that all who attended a YCC camp will graduate as mature, tolerant adults, for that simply isn't true. All progressed at a different rate, but *all* progressed somehow...

Terre Haute, Indiana



This report has been prepared jointly by the Secretary of the Interior and the Secretary of Agriculture for submission to the President and the Congress under the Provisions of Section 5, Public Law 93-408, approved by the President, September 3, 1974.



U.S. Department of Agriculture
Forest Service
Human Resource Programs



U.S. Department of the Interior
Office of Youth Programs

Washington, D.C.

Y.C.C. is an equal opportunity employer.



